



**Program and School Services Committee**

**Report No. 82 (Part 2)**

PSSC:084A

Wednesday, May 6, 2020

4:30 p.m.

Electronic Meeting

Trustee Members Present Trustees Jennifer Story (Chair), Rachel Chernos Lin, Parthi Kandavel, Dan MacLean, Yalini Rajakulasingam, Anu Sriskandarajah and Chris Tonks

Also Present Trustee Michelle Aarts, Alexander Brown, Stephanie Donaldson, Trixie Doyle, Shelley Laskin, Chris Moise, Robin Pilkey, David Smith and Manna Wong

All trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

**Part A: Committee Recommendations**

**1. French-as-a-Second-Language Community Advisory Committee: Guiding Principles for French Immersion**

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated March 10, 2020 (see PSSC:084A, page 17), presenting a recommendation regarding guiding principles for French immersion. The report was presented by Mandy Moore, Co-chair of the committee.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Pilkey

The Program and Schools Services Committee **RECOMMENDS:**

**Whereas, the Toronto District School Board has been tremendously successful in improving and increasing opportunities for TDSB students to become proficient in both official languages in French immersion/extended programs which provide cognitive benefits and future employment opportunities; and**

**Whereas, this work began with the amalgamation Directional Statement on French (TDSB Minutes October 25, 2000) and moved forward significantly with the implementation of PR597 (2009); and**

**Whereas, the scope of the changes that can flow from the June 2019 French Review Recommendations as they relate to French immersion/extended is huge; and**

**Whereas, we want to be careful not to ‘throw out the baby with bathwater’; and**

**Whereas, clear commitment to guiding principles will help to reassure parents and to ensure that the myriad of decisions that are going to be made have a sharp focus on continuing to improve and increase opportunities for the next generation of French immersion students;**

**Therefore, be it resolved:**

**That implementation of the June 2019 French Review recommendations on French Immersion be guided by the TDSB’s Multi-Year Strategic Plan goal “to enhance students’ access to learning opportunities” and its long standing commitment to growing and improving the program, the Ontario FSL Framework (2013) goal to increase student participation and achievement in FSL and by being responsive to both equity of access where programs are “inclusive and reflective of a diverse community” (TDSB P080) and the expectations of families by continuing with the following procedures:**

- i. place every on-time applicant to French immersion,**
- ii. add spots/sites as needed to meet demand,**
- iii. give priority placement to siblings,**
- iv. annual reporting on FSL programs including enrolment.**

**Carried**

2. **French-as-a-Second-Language Community Advisory Committee:  
TTC Support for French Immersion/Extended Secondary Students in  
Need**

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated March 10, 2020 (see PSSC:084A, page 18), presenting a recommendation regarding Toronto Transit Commission (TTC) support for students as part of the student transportation review. The report was presented by Mandy Moore, Co-chair of the committee.

**Moved By** Trustee Pilkey

**Seconded By** Trustee Chernos Lin

The Program and Schools Services Committee **RECOMMENDS:**

**That the following recommendation from the French-as-a-Second-Language Community Advisory Committee be referred to staff:**

Whereas, the FSLAC supports and applauds the Board's commitment to "Provide Equity of Access to Learning Opportunities for All Students" (Multi-Year Strategic Plan); and

Whereas, Toronto District School Board (TDSB) trustees decided to stop providing TTC support for ALL 1168 French immersion/extended secondary students who travel more than 4.8 km due to transportation grant shortfalls in favour of providing them only for students in financial need on a case by case basis; and

Whereas, another multi-year goal -- "Allocate Human and Financial Resources Strategically to Support Student Needs" – may not be realized now that individual principals at the secondary school level are responsible for providing TTC support from their school funds and may not even be aware of it; and

Whereas, the stigma of poverty may prevent French immersion/extended students from contacting their principal to ask for support, meaning that poverty may become a barrier to continued participation in the programs; and

Whereas, poverty is often hidden, thereby preventing principals from realizing to whom they ought to proactively reach out; and

Whereas, without TTC support French immersion/extended classes may become less "inclusive and reflective of a diverse community" (P080) and

the Board's commitment to "Culture for Student and Staff Well-Being" (Multi-year Strategic Plan) may be negatively affected; and,

Whereas, TDSB secondary school principals have not received criteria from their Superintendents (as a June 24, 2019 letter from the Board to parents stated they would) regarding how they ought to determine whether or not a French immersion/extended student is in financial need, guidance which would help ensure a system-wide equity for students; and

Whereas, there is no publicly visible budget, even on a per-school basis, or required reporting for this proposed practice and that will make it extremely difficult, if not impossible, for administrators and the public to accurately determine as months and years pass whether needs are increasing or decreasing;

Therefore, the FSLAC recommends that the TDSB consider the following, as part of the review of student transportation that is currently underway:

- i. Create and document standardized, system-wide criteria for determining eligibility to receive TTC transportation support for French Immersion/Extended French programs;
- ii. That information on the availability and criteria for receiving support be shared with all schools on an on-going basis;
- iii. That principals receive sufficient equity funds to fulfill all requests that meet the criteria and distance minimums;
- iv. That the Director present a report annually on the use of TTC Support for attending French Immersion/Extended French programs.

**Carried**

**3. Annual Report on Early Literacy, 2019-20 [3879]**

The Committee considered a report from staff (see PSSC:084A, page 39 and see attached), presenting an annual report on the Multi-Year Strategic Plan Early Literacy Action Plan for 2019-20.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Doyle

The Program and Schools Services Committee **RECOMMENDS** that the annual report on the on the Multi-Year Strategic Plan Early Literacy Action Plan for 2019-20, be received for information.

**Carried**

**4. Psychological Services: Wait Lists, 2018-19 [3867]**

The Committee considered a report from staff (see PSSC:084A, page 47 and see attached), presenting an update on wait lists for psychological services for 2018-19.

**Moved By** Trustee Sriskandarajah

**Seconded By** Trustee Doyle

The Program and Schools Services Committee **RECOMMENDS** that the report be received.

**Carried**

**5. Annual Enrolment in Immersion/Extended French Program, 2020-2021 and Core French Program, 2019-2020 [3873]**

The Committee considered a report from staff (see PSSC:084A, page 53), presenting annual information on enrolment in Immersion/Extended French program for 2020-2021 and Core French program 2019-2020.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Sriskandarajah

The Program and Schools Services Committee **RECOMMENDS** that the report regarding annual enrolment in Immersion/Extended French programs 2020-21 and Core French program 2019-20 be received for information.

**Carried**

**6. Indigenous Education Annual Report [3874]**

The Committee considered a report from staff (see PSSC:084A, page 71), presenting the Indigenous Education annual report.

**Moved By** Trustee Sriskandarajah

**Seconded By** Trustee Doyle

The Program and Schools Services Committee **RECOMMENDS** that the ***Annual Report 2019: Indigenous Education in the Toronto District School Board***, as presented in the report, be received.

Carried

**7. September as Fetal Alcohol Spectrum Disorder Awareness Month**

**Moved By** Trustee Story

**Seconded By** Trustee Chernos Lin

The Program and Schools Services Committee **RECOMMENDS:**

**Whereas, there is no safe amount, no safe time, or no safe kind of alcohol that an individual can drink during pregnancy; and**

**Whereas, the term Fetal Alcohol Spectrum Disorder (FASD) describes the range of disabilities that may affect an individual who was exposed to alcohol in utero/uterus during pregnancy; and**

**Whereas, prenatal alcohol exposure is the leading preventable cause of birth defects, such as physical and mental disability and behavioural, executive functioning and/or learning challenges; and**

**Whereas, the exact number of people affected by FASD is unknown, but it is estimated that two to three (four to five) percent of the population are born annually with the effects of prenatal alcohol exposure; and**

**Whereas, the estimated cost of FASD in Canada is \$4 billion per year covering education, health, mental health, social services and justice costs; and**

**Whereas, about half of all pregnancies are unplanned meaning developing fetuses are inadvertently exposed to alcohol; and**

**Whereas, people around the world began observing International FASD Awareness Day on September 9 each year beginning in 1999, in order that on the ninth day of the ninth month of the year, the world will remember that during the nine months of pregnancy it is important to abstain from alcohol; and**

**Whereas, the Government of Ontario officially recognizes September as FASD Awareness Month; and**

**Whereas, with Bill 44, *An Act to amend the Education Act in relation to Fetal Alcohol Spectrum Disorder (FASD)*, the Province of Ontario provided for board activities to promote awareness and understanding of Fetal Alcohol Spectrum Disorder, including best practices to support pupils who may have FASD; and**

**Whereas, with Bill 172 2020, *An Act in relation to Fetal Alcohol Spectrum Disorder (FASD)*, if given Royal Assent, the Province of Ontario will require school boards to develop policies and guidelines respecting FASD, provide training in the signs and symptoms of FASD, as well as provide strategies to accommodate the needs of children who have diagnosed or suspected FASD;**

**Whereas, the Toronto Catholic District School Board decided that it would annually recognize September as FASD Awareness Month and September 9th as Fetal Alcohol Spectrum Disorder Awareness Day (FASD); and**

**Whereas, the health and well-being of students are enhanced by the support of a broad effort to educate about and prevent FASD;**

**Therefore, be it resolved that the Toronto District School Board annually recognize September as Fetal Alcohol Spectrum Disorder (FASD) Awareness Month and September 9 as Fetal Alcohol Spectrum Disorder (FASD) Awareness Day to:**

- i. increase acceptance, accommodation and support for those individuals so affected,**
- ii. minimize further effects,**
- iii. maximize academic success for FASD affected students,**
- iv. ensure healthier communities in the future.**

**Carried**

**8. Transition Funding Supports**

Considered by the Board on May 12, 2020.

**9. Remote Learning: Importance of Connecting With Students**

Considered by the Board on May 12, 2020.

**Part B: Information Only**

**10. Call to Order and Acknowledgement of Traditional Lands**

A meeting of the Program and School Services Committee was convened on Wednesday, May 6, 2020 from 4:30 to 9:22 p.m., by electronic means, with Jennifer Story presiding.

**11. Approval of the Agenda**

On motion of Trustee Doyle, seconded by Trustee Kandavel, the agenda was approved.

**12. Declarations of Possible Conflict of Interest**

No matters to report

**13. Delegations**

No matters to report

**14. Black Student Achievement Community Advisory Committee Report, March 2, 2020**

The Committee considered a report from the Black Student Achievement Community Advisory Committee dated March 2, 2020 (see PSSC:084A, page 1). The report was presented by Committee co-chair, Alexis Dawson.

**Moved By** Trustee Sriskandarajah

**Seconded By** Trustee Pilkey

**That the report be received.**

**Carried**

**15. Community Use of Schools Community Advisory Committee Report, February 11, 2020**

The Committee considered a report from the Community Use of Schools Community Advisory Committee dated February 11, 2020 (see PSSC:084A, page 3). The report was presented by parent co-chair, Judy Gargaro.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Doyle

**That the report be received.**

**Carried**



**16. Community Use of Schools Community Advisory Committee Report, March 10, 2020**

The Committee considered a report from the Community Use of Schools Community Advisory Committee dated March 10, 2020 (see PSSC:084A, page 7). The report was presented by parent co-chair, Judy Gargaro.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Doyle

**That the report be received.**

**Carried**

**17. Early Years Community Advisory Committee Report, March 6, 2020**

The Committee considered a report from the Early Years Community Advisory Committee dated March 6, 2020 (see PSSC:084A, page 11).

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**18. Environmental Sustainability Community Advisory Committee Report, March 3, 2020**

The Committee considered a report from the Environmental Sustainability Community Advisory Committee dated March 3, 2020 (see PSSC:084A, page 13).

**Moved By** Trustee Chernos Lin

**Seconded By** Kandavel

**That the report be received.**

**Carried**

**19. French-as-a-Second-Language Community Advisory Committee Report, February 11, 2020**

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated February 11, 2020 (see PSSC:084A, page 15). The report was presented by committee co-chair, Mandy Moore.

**Moved By** Trustee Pilkey  
**Seconded By** Trustee Chernos Lin

**That the report be received.**

**Carried**

**20. French-as-a-Second-Language Community Advisory Committee Report, March 10, 2020**

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated March 10, 2020 (see PSSC:084A, page 17). The report was presented by committee co-chair, Mandy Moore.

**Moved By** Trustee Doyle  
**Seconded By** Trustee Pilkey

**That the report be received.**

**Carried**

During consideration of the matter, the Committee heard from staff that the following recommendation from the French-as-a-Second-Language Community Advisory Committee was operational in nature. The recommendation failed for want of a mover and seconder:

**Keep 2 SKFI Classes at Palmerston and Follow former PR577**

Whereas all TDSB students, whether in English or French programs, deserve robust and effective programs; and

Whereas there are enough on-time applicants from Palmerston's SK French Immersion (SKFI) catchment to make 2 full classes as recommended in PR597 to maintain French program viability; and

Whereas in French Immersion "a two class entry (58 students) is ideal for the sharing of resources, job-embedded professional growth and co-planning" and long term viability (French Review Staff Report June 2019); and

Whereas Palmerston has had at least 2 SKFI classes since 2005; and

Whereas the applicants include 43 students from the Palmerston English catchment and 15 from its feeder school, Essex; and

Whereas the TDSB has decided to offer only one class for SKFI for September 2020 and to redirect the 15 Essex students to Humewood and 14 Palmerston English catchment students to Dewson; and

Whereas these redirections put students who could walk to Palmerston on school busses thereby increasing TDSB expenditures; and

Whereas PR597 (French Immersion/Extended French) only allows for redirection as a last resort when there is insufficient space to accommodate all of the French Immersion applicants; and

Whereas Palmerston has empty classrooms with its 2018 utilization at 75% (Long Term Pupil Accommodation Strategy Dec 2019); and

Whereas the English SK program at Palmerston only has 4 students registered for September 2020, making it clear that viability of the English program needs to be addressed with the former appropriate tool, PR577 (Program Review of Dual Track Schools); and

Whereas given that most parents in the area clearly want French Immersion, the reduction to one SKFI class at Palmerston is unlikely to achieve the TDSB stated objective of creating a stronger English program with “no fewer than 20-25” in English (French Review Staff Report June 2019); and

Whereas Essex and Palmerston families redirected to other schools were given less than a week to accept spots and consider entirely unexpected logistical issues regarding the bus, and childcare causing great stress; and

Whereas the TDSB has not followed P068 (Accommodation and Program Review) requirements to notify the affected school councils and the FSLAC if intake classes are reduced; and

Whereas the TDSB has not used nor replaced former PR577 to review the issue of viability in a dual track school with the local community; and,

Whereas P068 and former PR577 support the TDSB in “build(ing) strong relationships and partnerships within school communities to support student learning and well-being” (Multi-Year Strategic Plan);

Therefore, the FSLAC recommends that for the school year beginning in September 2020 that:

- i. the TDSB keep 2 SKFI classes at Palmerston,
- ii. the redirected Essex and Palmerston on-time applicants be enrolled in Palmerston, and
- iii. the TDSB follow former PR577, convene a local feasibility team to examine the best options for all students in the Palmerston English and French Immersion catchments and proceed in accordance with that procedure including parents and school council chairs in the development of solutions.
- iv. that Humbercrest and Howard be considered as well.

**21. LGBTQ2S Community Advisory Committee Report, February 25, 2020**

The Committee considered a report from the LGBTQ2S Community Advisory Committee dated February 25, 2020. (see PSSC:084A, page 23).

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**22. Parent Involvement Advisory Committee Report, February 18, 2020**

The Committee considered a report from the Parent Involvement Advisory Committee dated February 18, 2020 (see PSSC:084A, page 25). The report was presented by parent co-chairs, D. Williams and Zena Shereck.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**23. Parent Involvement Advisory Committee Report, March 10, 2020**

The Committee considered a report from the Parent Involvement Advisory Committee dated March 10, 2020 (see PSSC:084A, page 29). The report was presented by parent co-chairs, D. Williams and Zena Shereck.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**24. Special Education Advisory Committee Report, March 2, 2020**

The Committee considered a report from the Special Education Advisory Committee dated March 2, 2020 (see PSSC:084A, page 31).

**Moved By** Trustee Chernos Lin  
**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**25. Special Education Advisory Committee Report, April 6, 2020**

The Committee considered a report from the Special Education Advisory Committee dated April 6, 2020 (see PSSC:084A, page 35).

**Moved By** Trustee Chernos Lin  
**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**26. Urban Indigenous Community Advisory Committee Report, February 18, 2020**

The Committee considered a report from the Urban Indigenous Community Advisory Committee dated February 18, 2020 (see PSSC:084A, page 37).

**Moved By** Trustee Chernos Lin  
**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**27. Adjournment**

On motion of Trustee Doyle, seconded by Trustee Kandavel, the meeting adjourned at 9:22 p.m.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Jennifer Story, Chair of Committee

# TDSB Psychological Services: Wait Lists (2018-2019)

**Program & School Services Committee  
May 6, 2020**



This presentation provides information included in the following report:

TDSB Psychological Services: Wait Lists (2018-2019)

#05-20-3867

Program & School Services Committee Agenda

May 6, 2020

Presented by

Laura Mahoney – Manager of Psychological Services for Learning Centre 1

Colleen Russell-Rawlins - Associate Director of Equity, Well-Being, Early Years & School Improvement



## Psychological Services: Wait Lists 2018-19 Presentation

## Psychological Services Wait List (2018-2019)

The purpose of this report is to provide information regarding the wait list for psychological services as of August 31, 2019.



## Cumulative Statistics by Learning Centre from September 2018 - June 2019

|                 | LC1  | LC2  | LC3  | LC4  | Total | Percentage |
|-----------------|------|------|------|------|-------|------------|
| Removed         | 220  | 256  | 136  | 230  | 842   | 10.3       |
| Completed       | 1518 | 1387 | 1092 | 1471 | 5468  | 67.1       |
| In Progress     | 11   | 26   | 13   | 39   | 89    | 1.1        |
| Waiting         | 518  | 250  | 349  | 639  | 1756  | 21.5       |
| Total Referrals | 2267 | 1919 | 1590 | 2379 | 8155  |            |





## Psychological Services: Wait Lists 2018-19 Presentation

**Recent Assessment Statistics (As of Late February 2020)**

|                 | LC1  | LC2  | LC3  | LC4  | Total | Percentage |
|-----------------|------|------|------|------|-------|------------|
| Removed         | 156  | 259  | 75   | 115  | 605   | 10.2       |
| Completed       | 739  | 671  | 567  | 729  | 2706  | 45.5       |
| In Progress     | 210  | 217  | 226  | 322  | 975   | 16.4       |
| Waiting         | 445  | 286  | 387  | 545  | 1663  | 27.9       |
| Total Referrals | 1550 | 1433 | 1255 | 1711 | 5949  |            |

**Factors that have contributed to the wait lists:**

- Prioritization of new referrals over older referrals
- Variability of time taken to complete a referral (case complexity)
- Time of year and work flow
- Requests to complete assessments without compelling evidence
- Range of psychological services offered beyond assessments
- Supervision requirements, recruitment and other issues
- Consent issues with Parents/Guardians
- Other reasons (e.g., illness, change of schools, travel plans etc.)



## ACTION & TIMELINES

### *Strategies to Reduce Wait Lists:*

- Consideration of targeted or brief assessments, when appropriate
- Implementation of a new referral and tracking database for all Professional Support Services in the fall
- Continue to work towards to Inclusion as described in the Multi-Year Strategic Plan (MYSP)
- Review meeting structures



## Goals of the Review of Psychological Services

- Build on the clinical skills and strengths of the team
- Identify the core services required to address student needs
- Strengthen the leadership model
- Consider new and effective approaches to service delivery
- Improve the use of limited and valuable professional resources



Psychological Services: Wait Lists 2018-19 Presentation



# TDSB Early Literacy



Program and School Services Committee  
May 6, 2020



This presentation provides information included in  
The Early Literacy Report (2020)  
#05-20-3879  
Program & School Services Committee  
May 6, 2020

Presented by  
Anastasia Poulis – Centrally Assigned Principal – Early Years & Literacy  
Lynn Strangway – Superintendent of Education  
Colleen Russell-Rawlins - Associate Director of Equity, Well-Being, Early Years & School Improvement



The focus of the report is to provide:

- Results of the provincial administration of the Early Development Instrument (EDI) 2017-2018
- Information on the new model of early literacy intervention

This report does not contain a year-over-year review of student reading results due to labour sanctions and school closures beginning on March 20, 2020 due to the COVID-19 Pandemic.



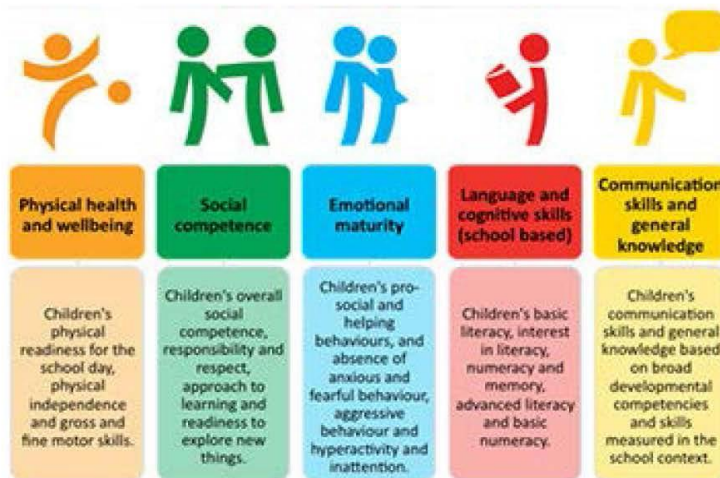
## Early Development Instrument Results 17-18

The [EDI is a short questionnaire](#) completed by kindergarten teachers across Canada and internationally which measures children's ability to meet age appropriate developmental expectations.

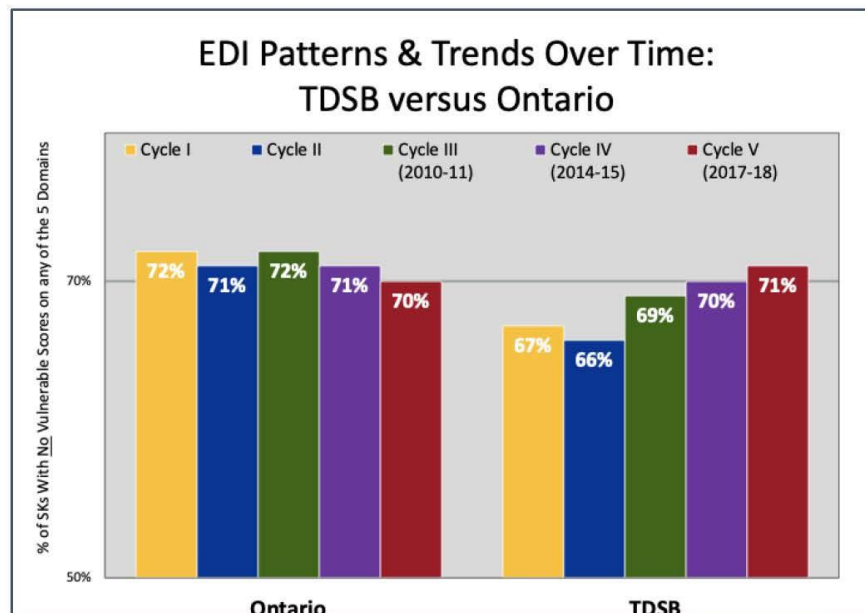




# What does EDI measure?



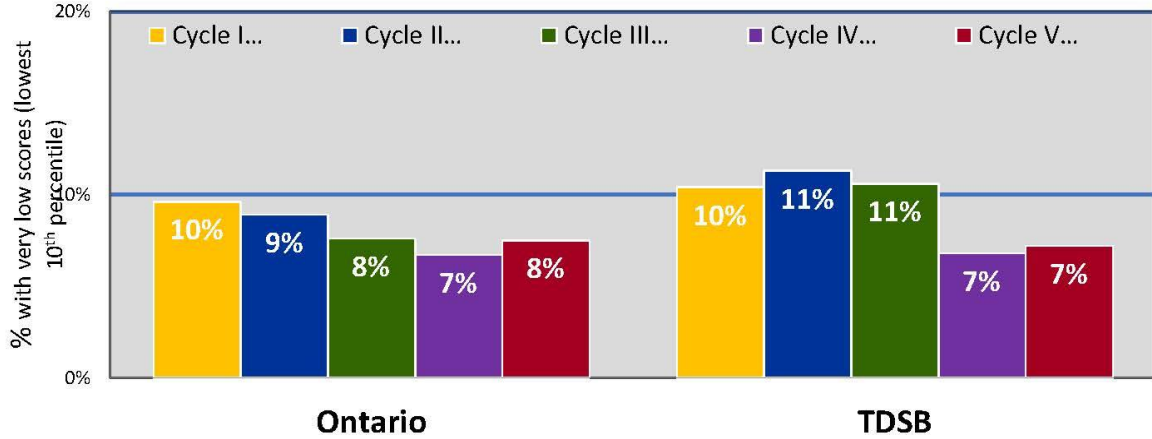
tdsb Excerpt from - Domains of Development from Australian Alliance for Children and Youth



tdsb

Early Literacy Presentation

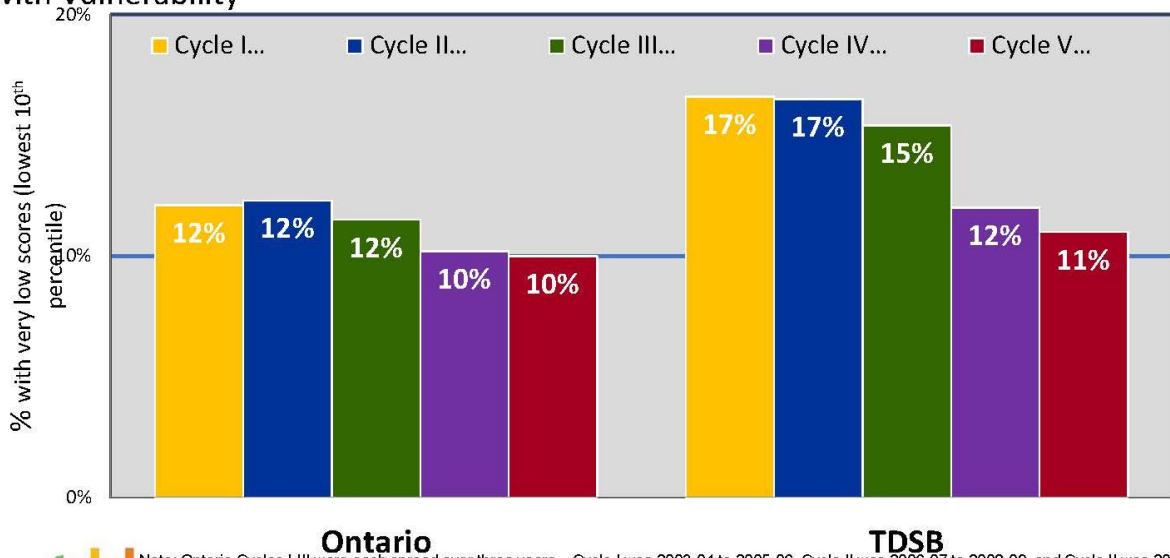
EDI Patterns & Trends Over Time: Language/Cognitive Development  
Percent with Vulnerability



Note: Ontario Cycles I-III were each spread over three years – Cycle I was 2003-04 to 2005-06, Cycle II was 2006-07 to 2008-09, and Cycle III was 2009-10 to 2011-12.



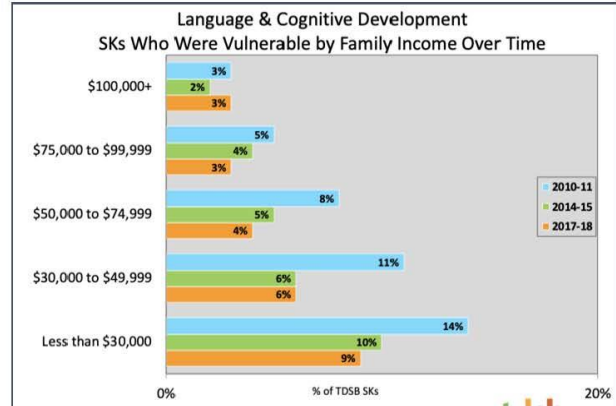
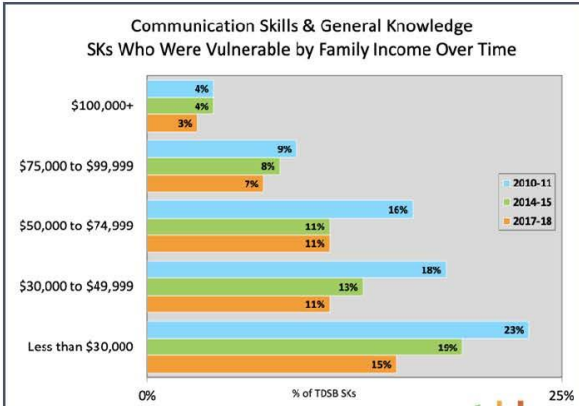
EDI Patterns & Trends Over Time: Communication Skills/General Knowledge Percent with Vulnerability



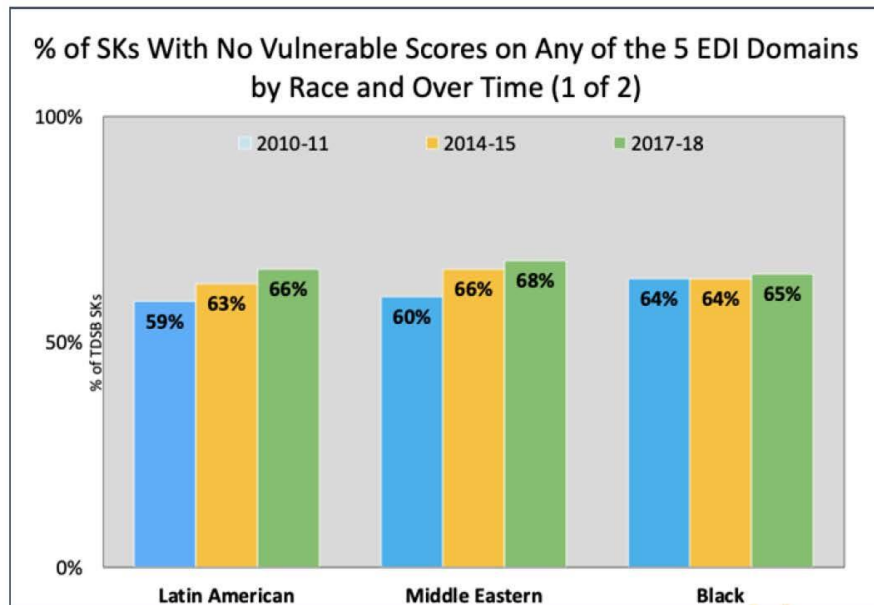
Note: Ontario Cycles I-III were each spread over three years – Cycle I was 2003-04 to 2005-06, Cycle II was 2006-07 to 2008-09, and Cycle III was 2009-10 to 2011-12.



### EDI Results by Income



### EDI Results by Demographic Groups





# Early Reading Intervention Model



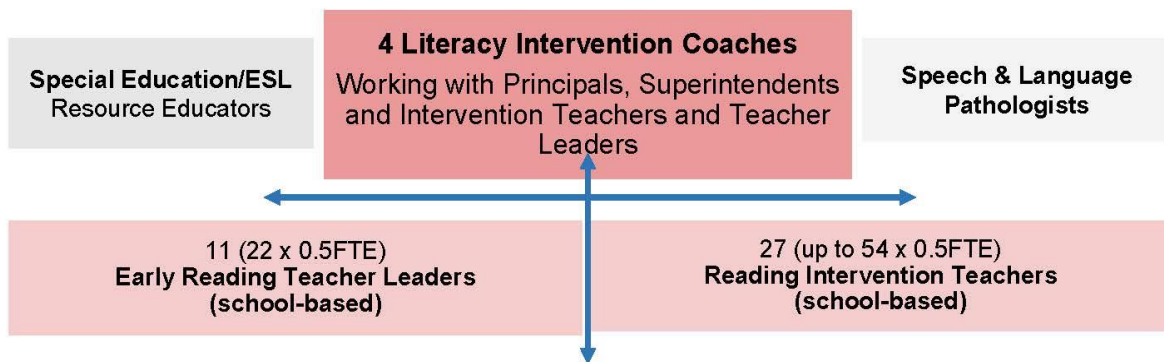
## Students Served

| Reading Intervention              | Students Served | Selection Criteria  |
|-----------------------------------|-----------------|---|
| Reading Recovery (2018-2019)      | 667             | The lowest scores as assessed on the Observation Survey   |
| Early Reading Intervention (2020) | 1,047           | Most vulnerable students, as needed, and using various observational formative assessment tools |

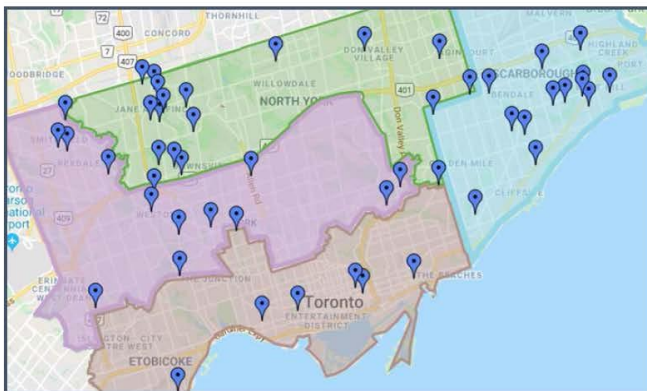


## Early Reading Intervention Model

*TDSB MYSP: All students in Grade 1, regardless of their social identity, will be able to read with confidence, fluency, understanding and enjoyment.*



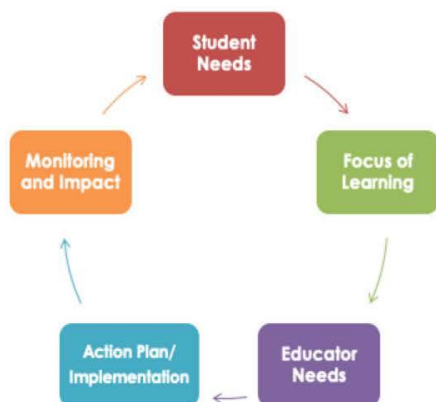
## Early Reading Intervention Schools Year 1



- Learning Opportunities Approach
- The total # of Grade 1 students
- Grade 1 report card data (Term 1) from 2016-17 to 2018-2019
- June Grade 1 Reading (DRA)
- Early Development Index (EDI)
- Grade 3 EQAO Reading (3 year trend)
- Student Census Data



## Capacity Building & Monitoring



Capacity sessions are scheduled biweekly, for a full day focused on:

- Orton-Gillingham approach
- The Science of Reading: 5 Pillars
- Critical Practices for Anti-Bias Curriculum
- Culturally Relevant and Responsive Pedagogy
- Critical Reflection
- Transforming Student Learning in the Multi-Year Strategic Plan
- Student-Centred Co-Teaching Stances
- Early Years Pedagogy
- Universal Design for Learning (UDL)
- Assessment Bias
- Assessment For, As, and Of Learning



## Formal Early Literacy Interventions for Students

- Early Reading Intervention (ERI)
- Levelled Literacy Intervention (LLI)
- Empower™ Reading

Every year, through partnerships and professional learning, there is an increase in the number of schools that have access to a literacy intervention in order to assist more students in becoming literate.

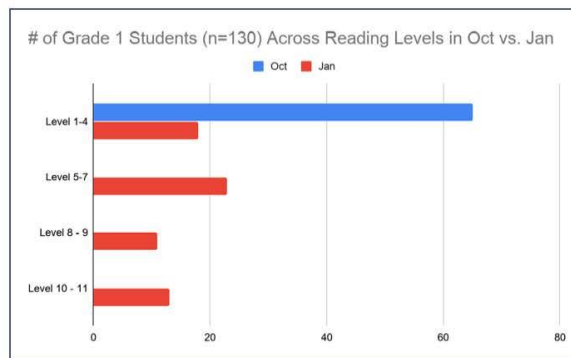
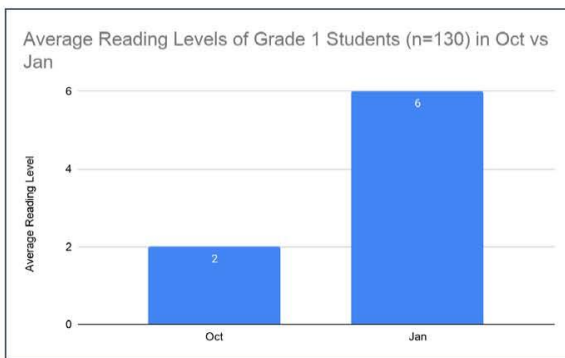
- Since 2017, there have been 1,345 individuals trained in ERI and a total of 198 schools have had educators trained just this school year.
- Since 2017, there have been 314 educators trained in LLI in 208 schools.
- Since 2017, there have been 82 schools with 108 teachers who have received training in Empower™ Reading.



# Early Results of the Early Reading Intervention Model



## Grade 1 Reading Levels (n=130) in Oct 2019 to Jan 2020



## **ACTION & TIMELINES**

- Implement capacity building that is based on research on Black student success in the early years for kindergarten teams. Focus on addressing implicit educator bias especially in assessment.
- Increased monitoring of results by all professionals including a focus on tracking outcomes for underserved groups of students such as Black students and those with special education needs.
- Develop and implement research frameworks to monitor the effectiveness of the new Reading Intervention Model.



## **ACTIONS & TIMELINES cont...**

- Monitor the impact of ERI, LLI and Empower™ Reading on student learning.
- Develop resources to support gap closing at the beginning of the school year in light of the closure of schools due to the pandemic. Consider the placement of all early literacy supports in light of the possible impacts of the school closure.



Early Literacy Presentation

